



Sedgefield Primary School

Learning Together for Life

ASSESSMENT POLICY

Learning

- We are committed to providing the best possible education in a stimulating, inclusive, environment; where children are happy, secure and enjoy all aspects of their school experience. Children are encouraged to aim for excellence and are nurtured to achieve their full potential.

Together

- We encourage a feeling of belonging to a school family, within which friendship, kindness, respect for others and exemplary behaviour are the basis on which our children thrive.

For Life

- We enable our children to gain confidence, take initiative, be independent, be responsible and have pride in themselves, their school and their community.

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents/carers regular written reports on their child's progress so that teachers, children and parents/carers are all working together to raise standards for all our children.

In formulating our Assessment Policy, we have used the guidance provided in the 'Final Report of the Commission on Assessment without Levels' (September 2015) and the subsequent government response.

In setting out the rationale for the removal of levels, the Commission stated that:
"Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment – formative assessment, in-school summative assessment and nationally standardised summative assessment – can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment."

This policy should be read in conjunction with the Marking and Curriculum Policies.

Good assessment practice at Sedgefield Primary:

- raises standards of attainment and behaviour, and improves children's attitudes and responses
- enables the active involvement of children in their own learning by providing effective feedback so that they know what they must do next to improve
- promotes children's self-esteem through a shared understanding of the learning processes and the routes to improvement
- builds on secure teacher knowledge
- enables the teacher to adjust teaching to take account of assessment information and to focus on how children learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- tracks pupil performance and in particular identifies those children at risk of underachievement
- provides information which can be used by teachers and senior leaders as they plan for individual children and cohorts
- provides information which can be used by parents/carers to understand their child's strengths, areas for development and progress.

Our Approach to Assessment

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate children's knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- in-school summative assessment, which enables us to evaluate how much a child has learned at the end of a teaching period;
- nationally standardised summative assessment, which is used by the Government to hold schools to account.

As a school, we believe that **formative assessment** (assessment *for* learning) goes to the very heart of good quality teaching and learning. It is important for:

children: to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

teachers: as reflective practitioners, assessment allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

parents/carers: it provides us with rich, constructive information to report to parents/carers providing them with a broad picture of their child's strengths and areas for improvement.

Examples of **formative assessment**:

- Questions and answers in class
- Observing children at work and intervening where appropriate (providing immediate feedback)
- Listening to children working in pairs/small groups as they explain their reasoning
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking (see Marking Policy)
- Peer/self-assessment activities
- Looking through books to check marking has resulted in improvements
- Informal noting of assessment information against objectives taught.

Summative assessment (assessment *of* learning) is a significant contributor to our understanding of children's learning. It provides for:

children: an opportunity to understand how well they have understood and retained information on a particular topic/over a period of time.

teachers: an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

parents/carers: a summary of learning and supports the rich information provided by formative assessment and feedback.

school leaders: verification of the judgements made through formative assessment. It assists in monitoring the progress and attainment of individuals, classes/year groups and other identified groups within the school.

Examples of **summative assessment** are:

End of term tests, usually in Reading Comprehension; Grammar, Punctuation & Spelling and Maths

Unaided pieces of writing

Annual reviews for children with an EHCP

Recording assessment against objectives taught within each curriculum area.

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

EYFS Baseline

Phonic screening assessments

KS1 assessments

KS2 assessments

How Assessment Outcomes are Collected and Used

In September 2015 a new assessment tracking system was introduced following guidance from the Local Authority, replacing previously used levels.

The expectations for every year group for Reading, Writing and Maths are set out, broken down into 'emerging', 'developing' and 'secure' (from the Local Authority – see Appendix 1). As a number of our children are very able and sometimes are meeting the expectations for their year group very quickly, we have supplemented the LA's assessment system with further statements for 'exceeding', 'working at greater depth' and 'exceptional' (see Appendix 2).

Teachers record their assessments for each pupil on the subject tracking sheet every term based on a range of assessment information (including the outcome of tests and on-going assessment of work in class/books) (see Appendix 3).

The majority of children are expected to be at least 'secure - .4' at the end of the year, which translates to 'below - .1' at the start of the following year (as in the section of grid below. See Appendix 4 for the full grid).

Points	Rec	Year 1	Year 2
0	Outside 0.0		
1	Below 0.1		
2	Emerging 0.2		
3	Developing 0.3	Outside 1.0	
4	Secure 0.4	Below 1.1	
5	Above 0.5	Emerging 1.2	
6	Greater Depth 0.6	Developing 1.3	Outside
7	Exceptional 0.7	Secure 1.4	Below 2.1
8		Above 1.5	Emerging 2.2
9		Greater Depth 1.6	Developing 2.3
10		Exceptional 1.7	Secure 2.4

11			Above 2.5
12			Greater Depth 2.6
13			Exceptional 2.7

Information from tracking sheets is transferred to SIMS, providing an individual record of assessment information and for ease of analysis (particularly of target groups).

The Headteacher analyses assessment data to check progress of each class against targets set and to check how vulnerable groups are performing (gender, SEN, PP, LAC, EAL, ethnicity). Information is shared and discussed with the Senior Leadership Team and Learning Together for Life sub-committee Governors. At staff meetings, teachers are updated on headlines of children’s progress.

Target Setting

We set the target that approximately 80 - 85% of each cohort needs to reach Age Related Expectations by the end of the year (targets modified due to prior attainment of the cohort, or subject). These are challenging targets, designed to ensure pupils are ‘Secondary Ready’ by the end of Year 6.

In order to show progress, the target for each pupil is that they make 3 steps progress, from their start point, each academic year. This is deemed to be expected/good progress. More than expected progress is where pupils make 3+ steps progress. The targets for individual children may be more than 3 steps if they failed to make expected progress previously.

Reporting to Parents/Carers

Information on how each child is achieving against the curriculum is discussed with parents/carers at the Autumn and Spring Parents’ Evenings and is included in termly written reports. Parents/carers are welcome to make an appointment with their child’s teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with EHCPs.

Assessment of Foundation Subjects

There are three levels of expectation for achievement in the foundation subjects. Teachers indicate which aspects of learning have been covered during the year and indicate which children are working at the expected standard, above or below the expected standard. These tracking sheets are passed to the next teacher to ensure gaps can be identified and learning can be built upon. They also provide a mechanism for subject leaders to effectively monitor coverage and performance within their subject area.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful.

Management and Evaluation of Assessment

We believe that the recording of assessment information should be manageable and useful, as well as being sufficient for legal reporting arrangements and accountability purposes. It should not unnecessarily add to teachers' workload.

The criteria for the effectiveness of this policy are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments and how well they are meeting expectations in all curriculum areas
- How quickly underachieving children are identified and resulting action taken
- Quality of Key Stage results

The Headteacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, lesson observations and work scrutinies to monitor the implementation of this policy.